



ESEA Information Update

Wisconsin Department of Public Instruction/Elizabeth Burmaster, State Superintendent, P.O. Box 7841/Madison, WI 53707-7841

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Topic: Comparison of HR 1 No Child Left Behind and PI 34 Teacher Education Program Approval and Licenses

TITLE II PART A

Teacher and Principal Quality Training and Recruitment Fund

Wisconsin has nearly \$46 million in Title II, Part A funds to train and retain skilled educators. These funds will be distributed to schools and districts based on a formula based on enrollment (20%) and on the number of students below the poverty line (80%). To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for professional development and hiring, as identified by achievement data, local educational agency and school staff. These selected goals of Title II, Part A of the ESEA reauthorization may be directly related to the school district requirements under Chapter PI 34 of the Wisconsin Administrative Code.

Support by formula may be provided for mentors to work with beginning teachers and administrators. Professional development plans that use the state guidelines and documents may be developed and piloted by using Title II Part A funds. Staff development may focus on reading language arts, mathematics and closing achievement gaps for the purpose of school improvement and to support highly qualified teachers. Funds may also be used for recruitment of highly qualified and diverse teachers and paraprofessionals, reducing the reliance on emergency licensed or permit teachers. Districts with personnel needs may partner with institutions of higher education to design means of alternative paths to a license which also may reduce the need for emergency licenses or permits.

Funds may be used to:

PI 34 requires:

Provide for the professional development needs (which may include teacher mentoring) of teachers and principals;	The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than five years.
Provide training to enable teachers to teach and address the needs of students with different learning styles and learning needs;	The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
Provide training to improve student behavior in the classroom and to identify early and appropriate interventions to help students;	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Recruit and hire highly qualified teachers to reduce class size, particularly in the early grades;	Formal application of definitions of an early childhood level and early childhood through middle childhood level shall be determined by each school district through a collaborative process to include community, district personnel and school board members and shall be based on the organizational structure of the schools and the philosophy and needs of the district.

Funds may be used to:	PI 34 requires:
Train and hire regular and special education teachers;	The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
Provide professional development activities that improve the knowledge of teachers and principals and that involve collaborative groups of teachers and administrators;	A professional educator shall complete a professional development plan that demonstrates increased proficiency and which reflects the standards, including: <ul style="list-style-type: none"> • Identified activities related to the professional development goals with evidence of application to the classroom or learning community. • Evidence of collaboration with professional peers and others including the review panel. • An assessment plan that specifies indicators of growth and how meeting the goals improved the educator's professional knowledge and affected student learning.
Provide training to enable teachers and principals to involve parents in their child's education	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.
Provide training on how to understand and use data and assessments to improve classroom practice and student learning.	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
Support programs that provide teacher mentoring from exemplary teachers, principals, or superintendents;	The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than 5 years
Carry out induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;	The initial educator shall receive ongoing orientation from the employing school district which is collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents. The initial educator shall be provided support seminars by the employing school district which reflect the standards in subchapter II and the mission and goals of the school district.
Carry out innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction	A team of individuals shall be convened at the discretion of the initial educator and shall be responsible for review and approval of the initial educator professional development goals. Teams for review shall be constituted as follows: For classroom teachers, the team shall include a teacher of the same subject or at the same level who is not the mentor and who is selected by teacher peers, an administrator designated by the district administrator subject to approval by the school board and an IHE representative.
Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.	To move to the professional educator level, an initial educator shall design and complete a professional development plan that demonstrates increased proficiency and which reflects the standards that have been identified by the team for improvement.

Specific questions related to this bulletin should be directed to:

Judy Peppard
 Director
 Teacher Education/Professional
 Development and Licensing
 608-266-0986
judy.peppard@dpi.state.wi.us